ED 374 416 CS 011 846

AUTHOR Gipe, Joan P.
TITLE Corrective Reading Techniques for Classroom Teachers. Third Edition.
REPORT NO ISBN-0-89787-537-0
PUB DATE 95
NOTE 455p.
AVAILABLE FROM Gorsuch Scarisbrick Publishers, 8233 Via Paseo del Norte, Suite F-400, Scottsdale, AZ 85258 ($36 plus $3 shipping/handling).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Higher Education; Readability; *Reading Achievement; *Reading Comprehension; *Reading Difficulties; *Reading Writing Relationship; Spelling; *Student Evaluation; Study Skills; Writing Evaluation
IDENTIFIERS Strategic Reading

ABSTRACT

Intended for classroom teachers at all levels and for undergraduate students in teacher education programs that included a practicum or field experience, this book provides both a guide and a resource for meeting the needs of readers experiencing difficulty. This third edition continues to provide teachers with techniques for recognizing readers with difficulties; identifying readers' specific strengths and needs; and planning instruction that takes into account the processes needed to perform a certain reading task. A conscious effort was made to present techniques appropriate to, or easily modified for, any grade level from primary through secondary school. One change in this edition is the inclusion of writing as a means of supporting reading development; more children's literature is also used. Chapters in the book are: (1) Fundamental Aspects of Corrective Reading; (2) Analytic Teaching: Meeting All Students' Instructional Needs; (3) The Analytic Process: Its Nature and Value; (4) Reading-Related Factors; (5) Assessing and Evaluating Reading Performance with Indirect Measures; (6) Assessing and Evaluating Reading Performance with Direct Measures; (7) The Reading/Writing Connection; (8) Word Recognition; (9) Reading Comprehension: Foundations; (10) Reading Comprehension and Strategic Reading for Narrative Text; (11) Study Skills; (12) Strategic Reading for Expository Text; and (13) Developing Reading of Linguistically Diverse Students. Contains over 600 references. Appendixes discuss text readability, instructional environments, gathering affective information, stages in spelling development, scoring systems for writing, books to build self-esteem of students in multiethnic settings, Fry's first 300 instant words, and useful phonics generalizations. (RS)